FEEDBACK IS ONE OF THE EFFECTIVE ASPECTS IN TEACHING FOREIGN LANGUAGE

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Annotation. *In language learning, the main role is played by the relationship between the speaker and the listener. For learners to admit their mistakes and strive to improve their knowledge they need support and the most important thing is feedback. Feedback – the observation of the receiver's response. This is when one observes the work of another one and gives him a response message.*

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INTRODUCTION

Feedback is the process of giving and receiving comments about specific actions, situations, issues that lead to achieving a goal. Feedback ensures the success of learning if it is provided in an atmosphere of mutual respect and goodwill and allows students time to prepare the correct answer and correct mistakes. Feedback has a great impact on the quality of education, as it is the teacher's reaction to the activities or results of students' activities. The teacher's reaction is recommendations, advice and comments that make it possible to eliminate misunderstandings at the earliest stages of learning, preventing the student from "getting lost along the way." Feedback is person-oriented in nature, as it is aimed at a specific student, his specific problem, and involves him in correcting his mistakes. Feedback promotes activation of the learning process. Through feedback, the student receives information that helps them realize their own gaps in learning and specific recommendations for moving forward, and the teacher receives information that helps them recognize gaps in learning and make changes to their activities. Students' learning becomes more effective when they are given frequent and meaningful feedback. In teaching foreign language, feedback plays an important role in ensuring effective and productive learning for students. In this article we will look at strategies that are used in foreign language classrooms to provide students feedback.

Main part. Benefits of Feedback

For the teacher

• Awareness of the progress of the learning process, the achievements of each student, as well as the need to improve the knowledge of a particular student.

For student

• Awareness of the extent to which expected results have been achieved.

• Receiving recommendations for improvement of work.

Feedback for teacher – "Student response"

At this stage, the teacher determines the degree to which students understand the new material. Based on the results of students' work, the teacher learns about the progress of the learning process, the achievements and difficulties of an individual student and the entire class as a whole. Having received the information, the teacher performs the following actions:

1. Analyzes the results of the class as a whole and makes appropriate decisions - either to continue studying/reinforcing new material or to return and repeat the material covered, using other approaches, teaching methods, possibly redistributing time.

2. Determines the reasons for the difficulties of individual students, plans and organizes individual tasks. For example, if a student has difficulty recognizing letters, the teacher can offer the student exercises with cards, make adjustments to the lesson plan and organize work accordingly

3. Provides individual students with recommendations for improvement.

Feedback for students – "Teacher's comment"

The teacher provides descriptive feedback to students. Students should also be taught to correctly use the teacher's recommendations - to clarify problem areas, identify errors, make corrections and additions to the work or answer.

The task of feedback is to involve the students themselves in correcting mistakes, teach them to prevent mistakes and, in relation to reading in the primary grades, to cultivate a culture of reading and a culture of speech.

The teacher needs to explain to students that feedback is not criticism, but an opportunity to improve their achievements. For a primary school teacher, it is important, among other things, to teach students and their parents to respond correctly to feedback, that is, to use the given chance to improve student performance. Involving parents in the process of providing feedback can become a link for joint efforts between school and family to improve the educational process.

EVALUATIVE AND DESCRIPTIVE FEEDBACK

Current practice shows that teachers use evaluative and descriptive feedback in their teaching. Evaluative feedback provides students with some information in the form of general comments, but does not provide students with guidance on what needs improvement and how this can be achieved. Evaluative feedback, most often provided in the form of verbal comments, informs and compares students on their achievements.

Examples of evaluative feedback:

- Great!

- Well done! Right.

-You made the same mistake again!

- Good expressive reading! I'm proud of you!

- You did it all. I'm happy with you.

- You did a great job!

- You always...!

- You again...!

Praise or remark directed at the student rather than at his/her learning performance may have a negative impact. Praise "Well done, you're the fastest!", "Clever!" can shift a student's attention from studying to the teacher's opinion of him/her as a person: "The teacher thinks I'm smart!" In reality, the student should think about what the teacher says about his/her academic performance: "Good job. You're making progress. Correct answer".

Descriptive feedback is directly related to the expected outcome and assessment criteria. It provides students with guidance, recommendations, and advice on the next steps needed to improve the quality of their work. This creates conditions under which students take responsibility for adjusting and improving their work. Descriptive feedback engages the teacher and student in an active dialogue about ways to improve an oral response or written work, and provides specific information in the form of written and oral comments.

Examples of descriptive feedback:

- You have read the text well. Next time, pay attention to reading the endings of words.

- Re-read the text and pay attention to new words.

- When answering a question, remember the words of the main character, they will help you construct the answer correctly.

- Re-read the text again and make up 3-4 questions starting with the word "why."

- Remember the sequence of events in the story; this will help you answer the question.

When providing descriptive feedback to students, remember the importance of a friendly and positive tone and the "golden words" of politeness – "thank you", "please".

In some cases, a combination of evaluative and descriptive feedback can be an effective tool for influencing student performance. If evaluative feedback is given, it should always be positive in order to motivate students. For follow-up efforts to improve student achievement, the teacher needs to provide descriptive feedback.

FOR EXAMPLE:

-Great job! You described the characters completely. Now compare the two heroes of the work, what differences and similarities do they have?

- Well done! You completely retold the content of the text. Now look at the images of animals and determine what human character traits they show?

- Good retelling! Do you think you described the image of the main character? Try to describe it differently.

Descriptive feedback, when the teacher does not evaluate, but objectively describes the learning activities of students, is the most effective method of improving student performance.

Individual approach and constructive feedback

Inside of a language classroom, giving too much language feedback, especially too much negative feedback, can discourage our students and keep them from wanting to speak up or even to continue learning the target language with us. Thus, correctly using language feedback can increase our students' motivation to learn, while incorrect uses of feedback can decrease their motivation.

In teaching, it is especially important to provide students with regular and constructive feedback. Teachers should actively comment on students' work, highlight their strengths and point out areas for further improvement. This helps students understand their progress and receive guidance to improve their skills. A common and effective technique for giving individual feedback is the 'sandwich' method, which includes three steps: praise, critique, and praise. The idea is to start and end with something positive, and sandwich the negative or constructive feedback in between. This way, the teacher can acknowledge the student's strengths and achievements, while also pointing out the areas that need improvement and suggesting ways to do so. The sandwich method helps to balance the feedback and prevent the person from feeling overwhelmed or discouraged by the criticism.

USING DIFFERENT FORMS OF FEEDBACK

Feedback can be provided in a variety of forms, such as written comments, audio and video recordings (if you provide online feedback), individual consultations, or group feedback. A variety of forms of feedback helps students better understand teachers' comments and make it easier to ask for clarifying questions. Motivation may determine how sensitive an individual might be to such feedback, particularly in educational contexts where some students value academic achievement more than others. Thus, motivation for a task might influence the value placed on performance feedback and how effectively it is used to improve learning.

1. Providing written comments is one of the most common forms of feedback in teaching, especially in writing. Teachers can provide detailed feedback on students' written work, highlighting strengths and offering specific recommendations for improvement. The best way to provide meaningful feedback on written assignments is to provide students sample feedback code sheet. Such a sheet provides explanations for the coding system that teacher will use, which will in turn, help students correct their own mistakes. It tells them what kind of mistakes they have made and where.

2. Using audio and video recordings for feedback allows teachers to more clearly explain their comments. They can download audio or video feedback where they comment student's work, share with useful advice and suggest improvements. This type of feedback is used mostly for online and distance teaching.

3. Individual consultations are an effective way to provide feedback to online and offline learning. Teachers can hold one-on-one virtual meetings with students to discuss their progress, achievements and areas for further improvement. It allows students to ask questions and receive individual guidance. Immediate correction can also be useful mid-

speaking, especially when students need the teacher's help or if a communication breakdown has occurred. It's up to teacher if they want to disrupt their flow of speech to correct a persistent error. It would better if teacher waits until students have completed their idea, as it may be more memorable to them.

4. Foreign language classes may include group feedback, where teachers provide comments and guidance to the whole group. This could be in the format of discussing the results of assignments, group projects or exchanging opinions. Group feedback allows students to learn from each other and see different approaches to problem solving.

5. Culturally speaking, some students will expect their teacher to be the one, and only one, to give feedback. However, there are advantages to getting the students to give feedback to each other once the teacher has trained them how to do so. A transferable skill like this is something they may need to practice for the corporate world, for instance, a team-lead giving feedback to their teammates. Students will benefit from practicing to find the strengths and weaknesses in their peers' work. They will have a fair idea of what to look for if the lesson has a particular aspect of language as a focal point. Students who are particularly good at this will look for things outside of this focus. Teachers can organize pair work or group work activities, where educators assess and comment projects of their own group mates. This helps develop students' analytical and critical thinking skills.

Conclusion. Using a variety of forms of feedback is a key aspect of language learning. Providing written comments, audio and video recordings, individual consultations, group feedback and peer-to-peer feedback helps teachers effectively support students and help them with their language development.

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